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ABSTRACT

A new awareness of the importance of understanding Canada has made its way to U.S. public school classrooms. Canada and the Canadian-U.S. relationship have joined the spectrum of countries featured in the U.S. curriculum. As a response to this development, an investigation of leading textbooks used in U.S. classrooms was undertaken to examine the adequacy of the information on Canada as it appears in textbooks. Twelve textbooks were analyzed: profiles of each appear in this report. The study concluded that textbook publishers have not yet provided teachers with materials that satisfactorily portray the essence of Canada and its people. A number of recommendations are made to textbook publishing companies, Canadian studies programs, and Canadian studies centers identifying ways textbooks can be improved. Six appendices and a list of 13 references are included. (DB)

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THE PORTRAYAL OF CANADA
IN AMERICAN TEXTBOOKS

THE PORTRAYAL OF CANADA IN AMERICAN TEXTBOOKS

by

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DUKE UNIVERSITY
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DEDICATION AND ACKNOWLEDGEMENTS

We dedicate this report to the classroom teachers and the school-children of the United States, who deserve the best instructional materials that writers, editors and publishers can provide, in order to polish the windows through which they see the fascinating realities of their Northern neighbor.

The guiding framework for this study was developed by Dr. Donald K. Alper, Professor of Political Science at Western Washington University. The authors thank him for his work and his collegiality.

We are greatly indebted to the one hundred Canadians and one hundred Americans who responded to the questionnaire which provided the matrix for this study. It was these teachers, scholars, business people, government representatives, writers, media voices and elected officials—having thoughtful interchange on both sides of the border—who identified the watermarks which distinguish Canada and Canadians.

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PART ONE

Study

1

INTRODUCTION

No portrayal of a people or a nation seems so set in stone as that projected in textbooks. A warning should be transmitted to textbook writers, editors and publishers by those responsible for teaching children in each generation: *A child reading this textbook will be affected.* While the student may recall a textbook in later years only with some hazy recollection of its illustrations, the content often represents the ultimate authority of wisdom. Therefore, social studies textbooks must be recognized for what they are: the main source of knowledge that teachers transmit to students within the context of schooling. The classroom teacher rarely goes beyond the text, perhaps because of lack of time and often because there are no other available resources. Therefore a second warning should be posted: *A teacher reading this book will be affected.*

The United States Department of Education, the Academic Relations Division of the Department of External Affairs of the Government of Canada and many American university programs in Canadian Studies have invested considerable resources to encourage the teaching on Canada in American public schools. For more than fifteen years, with amazing success, couriers from the academic and education sectors have brought Canada dramatically into many classrooms. In several instances state departments of education have mandated the teaching of Canada for six to nine weeks at the fifth and ninth grade levels. In other states, Canada is now included as a separate unit in American social studies textbooks organized as part of "America and its Neighbors." Who can say whether this groundswell for Canada stems from the convictions and efforts of the aforementioned constituencies or whether it has emanated, at least in part, from the growing recognition of economic and resource inter-

dependencies between the two countries? The point is that there has emerged a new awareness of the importance of understanding Canada, not only at the governmental, corporate or university level, but in the public school system. The classroom is where the first attempt is made to lead the child toward a sense of "otherness" which signals the messages of a "different" country. Canada, and the Canadian-American relationship, have joined the spectrum of countries in the American curriculum. It is clear who the messengers are, but what are their messages? Our study strives to answer that vital question.

Canada and the American Textbook Industry

Textbook production, selection and usage is a complex business: the industry seeks a measure of expert guidance from teachers and social studies educators but the product is ultimately weighted by criteria acceptable to the marketplace. As a consequence what is selected by most teachers, textbook committees and state officials obviously depends on what is available. In the view of the authors of this report, the technology has not yet been developed to provide the teacher with the lucidity or the material which satisfactorily portrays the essence of Canada and its people. Such a despairing conclusion arose from our personal observation of text resources used in American schools. Yet, over the past five years, a considerable change in the disposition of the textbook industry has occurred, undoubtedly reflecting the fact that the study of Canada is becoming an integral part of the middle school curriculum. Not only has the actual number of pages devoted to Canada increased in most social studies and history texts, but in some cases Canada is now receiving priority placement in the study of "America and her neighbors." Not only does the teaching about Canada benefit from these developments, but it becomes even more important to examine what lies between the covers.

Why A New Textbook Study?

The urgency of this investigation became evident to the co-investigators once textbooks had been acknowledged as the main source of teaching and learning in the classroom. This dependency means the burden of the message rests upon the writers, editors and publishers of the texts. We feel that as "Canadianists" we are not so much members of a lobby group to the industry as we are dispatch bearers. Our dispatch contains the admonition that since Canadians and

Americans are continental partners of continuing interdependence, there is a stronger need to understand the complexities of our connections; there is no better place to introduce such a mission than in the public schools. To the degree that we succeed in providing accurate, sensitive and important images of Canada to the young citizens of the next decade, we can look forward to an increased understanding of bilateral goals and issues. The intent of this study is to bring about improvements in the messages which textbooks convey to that growing audience.

Two reports on the state of teaching Canada in American lecture halls and classrooms were completed and published in the eighties. Dr. Richard A. Preston's (1980) *The Squat Pyramid* surveyed American college and university programs and courses. In 1984, Salinger and Wilson's *Canada in American Schools: A Janus Look*, reported on the support needed to encourage the teaching of Canada in American elementary and high schools. These two studies examined the academic landscape, identifying where Canada was being taught in American universities and the sources being used, as well as what is needed to improve the teaching of Canada in the preparatory classroom. Since the preponderance of teachers reported the textbook to be their primary source for classroom instruction (Stake and Easley, 1978; Salinger and Wilson, 1984) while ranking college and university professors as the "last" persons to whom they would appeal for assistance (Salinger and Wilson, 1984, p. 44), the importance of the quality of the text became critical and a new examination was indicated.

The Leading Questions

We began the investigation by asking ourselves, "How adequate is the information on Canada as it appears in textbooks used in American classrooms?" To carry out such a scrutiny we needed a set of norms for what was desirable content. Who could better provide us with standards than a group of informed Canadians and Americans? To the extent that they would articulate for us the significant "messages" about Canada for American students, we would be relieved of the burden of our own biases in the investigation.

To those who assisted by identifying understandings considered most expressive of Canada and Canadians, we are indeed grateful.

CONDUCTING THE STUDY

Analysis of textbook content and form is complex. On one hand, there is need to ensure that the investigation is systematic and convincing; on the other hand, the analysis of content requires the establishment of procedures to portray the messages or meanings inherent in the content and illustrations. To satisfy these concerns we developed a methodology that used investigative practices from both qualitative and quantitative research.

The procedures for conducting the study consisted of six tasks. They were:

- Review of other textbook studies
- Establishment of a framework for analysis
- Conduct of a survey of Canadian and American viewpoints
- Interpretation of survey responses
- Analysis of textbooks in terms of descriptive data and rating scales
- Corroboration of findings from descriptive profiles and intensity scales

Some tasks were relatively straightforward, while others required considerable attention. To ensure that the analysis was not based solely on our own views of what was contained in the textbooks we needed a framework that would structure a subjective examination. Second, it became evident very early in the study that the extent to which images and ideas were present in text and illustration was of greater importance than was their exclusion. As a consequence, some of the procedures we used to determine the extent of important ideas about Canada are innovative.

Other Textbook Studies

A review of the literature provides a varied menu of procedures for analyzing textbooks. Our reason for beginning with a review was to identify approaches in textbook analysis that would suggest appropriate procedures for our study. It was not our purpose to carry out an extensive critique of methodologies used in textbook research. Identifying an approach assumed there existed a set of studies that had a common focus, a set of basic premises and a shared methodology through which to address the "surface features" of a text, or the "ideology" or value stance underlying the content.

In a paper presented at the Canadian division of the Western Social Science Association Annual Meeting, Wilson (1987) identifies four approaches used in textbook analysis. These approaches treated content omission, structural design, cultural emphasis and global perspective. The two approaches concerned with omission and design of content employed procedures for examining and reporting "surface features" of text. They suggest data collection procedures involving word counts, construction of histograms and rating scales. Both approaches address the structure of text as well as omissions, glaring distortions and bias of content. Factual accounting based on descriptive data is emphasized in both approaches.

A second purpose of the review was to seek out textbook studies that addressed Canadian content. Although only three such studies were identified, they were significant because of their scales of investigation and their procedures. In terms of size, the 1947 "Study of National History Textbooks Used in the Schools of Canada and the United States," initiated by The American Council of Education, represents the largest bilateral study on the teaching of Canada. Conducted by historians from the University of Toronto and Harvard University, the study first reported the extent to which history textbooks in Canada and the United States helped students understand the other country and second, offered recommendations that would "foster goodwill" (The American Council of Education, 1947, p.2.).

Based on page-counts of the kind of Canadian historical content covered in American history textbooks, the study recommended improvement of history content by "recasting of the material used, a reshifting of emphasis and, occasionally, more care in the wording." (p. 32) It also recommended elimination of national bias, avoidance of

a chronological survey of history and a better selection of those individuals who had enduring importance.

Both the Canadian and American sides of the study called for greater recognition of the inter-relationship of events between the two countries. This comparative approach was concerned only with the surface features of textbooks. Such studies tend to have had public and political value in improving relations between the two countries. However, its analysis does not reveal the messages inherent in the structure of content.

A more contemporary study by Murray (1986) of the views of society which Canadian textbooks present and how social values and knowledge are culturally reproduced, was helpful in identifying procedures to address the underlying features of textbooks. This study is based on the premise that tensions in Canadian society are endemic to the geographic, economic and political division of the country. By generating a set of questions for analyzing the content of five elementary textbooks, Murray identifies three dimensions of how textbooks treat social conflict, handle social discourse, and organize social knowledge. The questions acknowledge the pluralistic nature of Canadian society rather than articulating social ideals associated with a consensus ideology. The study was helpful because it develops procedures which focus on cultural meanings of material.

A third study by Seney (1986) focuses on how world affairs, and particularly Canada-United States relations, are portrayed in fifteen commonly used Canadian secondary school texts. Seney formulates a two-stage framework for analyzing single or multiple viewpoints of Canada-United States relations and the portrayals of five issue areas of the relationship. At each level of the framework, questions address binational relations in terms of nation-centrism, the rhetoric and overall judgements concerning the relationship. Seney develops a procedure that reveals the notion of relationship inherent in Canadian content by using both qualitative and quantitative measures. His conclusions indicate Canadian textbooks have a tendency to portray Canada's relationship with the United States in terms of a survival mentality.

These pioneer studies underscore the need for a continuing effort to improve the quality of textbooks on Canada. Moreover, the work of both Murray and Seney shows that procedures can be developed to identify the messages of Canadian content and provides specific suggestions structuring an analysis of similar content in American

textbooks. It became clear as we reviewed these studies that first and foremost, the purpose of our study would be to focus on the actual content of textbooks, rather than their omissions. However, concern for what was actually contained in textbooks would not exclude identification of what is considered important in the teaching about Canada, whether it be present or not.

Second, attention to underlying content structures required a framework that would facilitate interpretation of assumptions about Canada in American textbooks. Such a framework called for a set of basic concepts and leading questions by which we could uncover the messages contained in content and illustrations.

And third, the study needed a starting point from which to portray important characterizations of the social values and multiple viewpoints of Canadian society. Procedures had to reassure readers, both in education and in the publishing industry, that the study was not simply "our view of what ought to be taught" but rather one reflecting the thoughtful concerns and values of informed Canadians and Americans.

Establishing the Framework

Establishing a framework for analyzing content about Canada in related textbooks became a central feature of our study. To bring it into focus, we posed three questions:

- What major facts and ideas about Canada should be presented in American school texts?
- What issues important to Americans and Canadians should be addressed?
- In what two ways do you consider Canada and the United States to be similar and different?

On the one hand, the questions would ultimately enable us to provide a base for analysis of the textbooks; it would also allow us to report what was actually contained in each textbook. The answers to the questions which would structure our examination must obviously be put to a group of Canadians and Americans who were knowledgeable about Canada, to determine what they thought were important understandings for American students. Questionnaire responses led to the formation of a set of "idea statements" that were then charted in terms of how intensely they appeared in textbooks.

This two-pronged approach allowed us to interpret the strength of ideas in textbooks, to describe textbook coverage of Canada and to

communicate the discrepancies between what was contained in textbooks with what an informed group considered desirable for explaining Canada to American school children.

Survey of Canadian and American Viewpoints

The purpose of the survey questionnaire was to elicit from Americans and Canadians important facts, ideas and issues on Canada. Three open-ended questions were used to collect these viewpoints (see Appendix A).

Identification of respondents was a major concern. Random sampling was eliminated because no clearly defined national groups existed. Instead we arbitrarily selected one hundred ten Canadians and one hundred ten Americans based on their knowledge and interest in Canada and our need for a wide and knowledgeable advisory. Our selection was based upon numerous suggestions from Canadian Studies Centers, from educators, from agencies involved in workshops, institutes, and conferences, from governments, from business schools and granting institutions. Every effort was made to ensure a cross-section of Canadians and Americans who could provide insights on the teaching of Canada.

We also matched the sample of Canadians with similar American respondents so that the interest and expertise of the two groups were relatively similar. The breakdown of respondents for both samples is listed below.

Members of Parliament/Congress	10
Government Officials and Consul Staff	10
Elementary and Secondary Teachers	40
University Academics and Educators	20
Provincial/State Education Officials	10
Businessmen and Philanthropists	10
Journalists and Textbook Writers	10
Total	110

The composition of respondents included classroom teachers, state supervisors of education and university professors who were most closely associated with the teaching of Canada. American educators were selected mostly from Canadian Studies Centers' lists of faculty members and workshop and conference participants. Canadian educators and academics were selected from national curriculum projects and the Canadian Studies Directory. Individuals from business, the publishing industry and foundations were selected

from government lists and directories to balance the responses from the education community. Politicians were selected on the basis of their political involvement in Canada or Canada-United States relations.

The survey was mailed with an accompanying letter explaining its purpose. A letter in both English and French accompanied the Canadian survey (see Appendix B). Mailings and responses pertaining to the two samples were handled separately. All American mailing originated from Duke University, while all Canadian mailing originated from The University of British Columbia.

The response rate from Canadian respondents was 40% while 37% of American respondents returned their questionnaires. This rate of return is considered acceptable for a survey conducted without follow-up letters. No effort was made to code responses by profession as some groups were too small to ensure a valid representation. However, the individual responses collectively provided valuable advice.

Interpreting Survey Responses

The first task of analyzing questionnaire responses was to obtain an overview of each respondent's answers to the three questions. Notations were made of key ideas and issues inherent in written comments. Additional notations and tallies of dominant ideas were made to help draft a series of statements that reflected the significant viewpoints of each of the two groups. We circulated the statements among ourselves for refinement and revision. New statements were continually checked with the original notes and responses to ensure congruency between questions and responses. We used the same process to establish a set of "idea statements" from Canadians and, later, statements based on American responses.

After three revisions, the following "idea statements" were formulated as being most representative of the Canadian and American responses (see Appendix C).

Desired Ideas of Canadian Respondents

1. Canada is a vast country of diverse physical landscapes which create regionally different economies and lifestyles.
2. Canada's position in the world as a middle power makes Canadian foreign policy quite different from that of the United States.

3. Canada has a governmental structure that has evolved from the British parliamentary system and was shaped by national developments.
4. Canada is similar in many ways to the United States but has a unique culture and way of life that is determined by historical developments, regional differences, and national identity.
5. Canada's multicultural and bilingual composition stems from the early French presence, ethnic migrations and national policies.
6. Canada is primarily a "southern" society in the sense that the urban, developed part of Canada stretches along the United States border while the rest of Canada—the north—is sparsely settled and economically tied to resource development.

Desired Understandings of American Respondents

1. Canada's diverse physical regions and its small population have created for Canada special problems pertaining to settlement, transportation and its relationship with the United States.
2. Although Canadians and Americans share a similar historical experience, cultural ties, and democratic form of government, they differ in their sense of identity and world outlook.
3. Canada is strategically important because of its location between the United States and the Soviet Union.
4. Canada's plentiful resources, close trade ties, and proximity to the United States result in an highly interdependent economy.
5. Tolerance of cultural differences is greater in Canada than in the United States because Canadian society is comprised of two founding peoples and subsequent immigrant groups.
6. Unlike the United States, the recognition by Canada of two founding peoples has led to two official languages.

These sets of "idea statements" reflect what Canadian and American leaders and/or representatives of certain constituencies considered significant about Canada and of importance for communicating to American students. These statements provided the framework for us to determine messages which appeared or were absent in American social studies textbooks.

Analyzing Textbooks

The analysis of each textbook was based on two procedures: the construction of a profile describing its coverage of Canada and rating of our idea statements in terms of intensity. In both cases we con-

structed profiles and rated statements separately. This ensured an in-depth examination of the selected textbooks and provided a degree of reliability.

Determining Intensity

In conducting a preliminary content analysis of textbooks it became evident that some ideas appeared well developed, while others were weakly stated. Our concern was not to report whether the identified ideas were merely present, but rather to determine how intensely they appeared in the textbooks. The term "intensity" refers to the degree to which messages, as reflected in idea statements, were evident. This assessment required the construction of an intensity scale (see Appendix D) to reflect the strength of ideas.

Following a review of the literature, and discussion with language experts, two pilot procedures were developed to determine their feasibility and consistency in reflecting intensity. Two books were examined by both procedures. Each analysis was conducted separately before results were compared by the researchers. Results indicated the procedure outlined in Appendix D was more reliable and provided a more accurate portrayal of the intensity of ideas. The second procedure was less consistent, due partly to difficulty in assigning a numerical value to the strength of an idea. In a further step to ensure the reliable assessment of ideas, sample pages from textbooks illustrating strong intensity of ideas were chosen to serve as models for analysis.

We then separately applied the intensity scale to the material. All twelve books were analyzed in terms of the major desired ideas expressed by Canadians and Americans. The results are illustrated in terms of bar graphs for each textbook in Appendix E. Where differences in the interpretation of the intensity of ideas could not be resolved, disagreements were noted. A total of six disagreements are reported as non-whole numbers directly on the bar graphs.

Creating Profiles

A description of the content of each textbook was made according to the three framework questions. Procedures were piloted before we constructed profiles for the twelve textbooks (see Appendix F). The task of describing the textbooks was shared. Together, we then read and edited the profiles to ensure full coverage of the book and to

maintain consistency in a description. The profiles are presented in Part II.

Results from the profiles and intensity scales of the twelve textbooks are reported in the next section.

ANALYZING TEXTBOOKS

In reporting the results of the study no effort was made to indicate which were the "better" textbooks or to compare the intensity of ideas among the twelve texts in a judgmental manner. By this informed analysis we sought only to address the collective portrayal of Canada that would be of benefit to classroom teachers, their students and the textbook industry.

The portrayal is based on a set of twelve profiles describing the presence of Canadian facts, ideas, issues and Canadian-American comparisons and upon a set of graphs reporting the intensity of ideas expressed by the Canadian and American groups. In general, the textbooks did not present all ideas with equal intensity. Only in one text were the ideas identified by both Canadian and Americans interpreted as having a consistently high intensity. At best, other texts strongly reflected only one or two of the ideas identified. As a consequence, interpretation of the quality of content on Canada varies greatly. There are, however, four major ideas that highlight the portrayal of Canada.

1. Canada as a Diverse Landscape

Frequently the introduction of a text begins by describing Canada as a "vast and diverse land," followed by sections or chapters examining Canada's physical regions. This view of Canada is consistently present in text profiles and is evidenced by strong intensity ratings of statements concerned with its landscape. The Canadian statement (see Figure One) which stressed the importance of the landscape of Canada, and how its regional differences shaped economies and lifestyle, appeared intense in six of the twelve textbooks. The American

statement (see Figure Two) concerning problems of settlement, transportation and relationships with the United States appeared only moderately intense in five of the twelve texts. It would appear that an image of Canada based on human/land relationships as expressed by the Canadian idea was a more common portrayal of the Canadian landscape than one which addresses the problems inherent in a vast and diverse land with a significant neighbor. Moreover, the emphasis on the land tended to give a static view of Canadian life and economy. Profiles indicated that in only a few texts is the development of human/land relationships handled well.

There was simply no attempt in the portrayal of Canada to develop the themes and concepts central to the teaching of geography. Instead, regional concepts appear to be a convenient way of providing factual information that frequently appears unrelated to geographic understanding. It would seem the emphasis on regional distinctions of Canada is more a "publisher's way" of organizing a wide range of information than of a means of developing ideas of Canadian diversity.

A second feature of the emphasis on regional diversity was the way in which the construct of region was used to divide Canada. Although there is no ideal way of regionalizing a "vast and diverse land," some distinctions resulted in a simple and sometimes misleading description of Canada. For example, one text included Canada with the United States as part of an Anglo America cultural study, giving the reader the impression that Canada was simply an appendage to the dominant U.S. regions.

2. Canada as a World Player

The importance of Canada's place in international affairs was mentioned as a significant factor in understanding Canada by both Canadian and American respondents. Yet the profiles and intensity scales indicated only weak intensity in three textbooks. Of all the ideas examined, it is the one most often reported as "missing." Profiles indicated that the few references to Canada's international interests were always in terms of military alliances associated with the United States.

It is interesting to note a marked difference of ideas between Canadian and American respondents in expressing the importance of Canada's international role. For Canadians the concern is to portray Canada as a middle-sized country exercising its own foreign policy.

For Americans, the concern is that students should realize the strategic importance of Canada's location in terms of world security.

There appear to be several reasons why Canada's international role is not discussed in texts. First, the teaching of Canada in the fifth or sixth grade is tied to the "expanding horizons" approach which begins with the child as the center in the primary grades and moves outward in middle school years to include one's community, city, state, country and the country's neighbors. Only then is the world addressed as a societal concept. Such an approach calls for teaching neighboring countries as entities similar to, or different from, the United States. Some profiles indicate that textbooks do make comparisons, but there is a strong tendency to stress similarities. This approach does not ordinarily focus on the international relations of either the United States or its neighbors.

Second, textbooks portray Canada as a neighbor worth knowing in its own right. As a consequence, the focus is on learning what the "friendly" neighbor is like geographically and historically, with little reference to its connections with the United States or other countries of the world. Although frequent mention is made of European ties in the early historical context, any description of contemporary connections is sparse and varied. Canada's connections are perhaps most evident in the intensity of the American idea (see Figure Two) of the highly interdependent economy between the U.S. and Canada. Interpretations indicate that in some texts the idea of interdependence is well presented. However, in others, the idea was simply not found. Perhaps variations in how to view your neighbor are indicative of one's perspective of relationships with other countries. If one assumes that a neighbor is "just like us" then the emphasis is not on the "foreignness" of neighbors but instead on how they fit in to our "own block." Thus the content tends to portray, in a static way, only the country itself and not the dynamics of its external connections.

3. Canada as a Mosaic

For years the images of mosaic and melting pot have described the differences between Canadian and American societies. Today the concern for cultural differences still looms large in the portrayal of Canadian society. Both Canadian and American groups stressed Canada's cultural differences and its multicultural and bilingual composition. Our interpretations indicate that the intensity of American

ideas five and six (see Figure Two) and Canadian idea five (see Figure One), are consistently evident in most of the textbooks examined. In fact some textbooks address bilingualism and the multicultural nature of Canada in detail in both text and illustrations. Most textbooks described the Francophone presence in Canada; although there is a tendency to portray the influence of French people as a stage in the evolutionary process of national development, rather than indicating their role in contemporary society.

Of note is the lack of discussion explaining how national policies and government support contribute to the formation of a multicultural society. Recognition of Canadian tolerance, expressed in American idea five (see Figure Two), was implicit in most textbooks. However, the fact that comparison was not a strong feature of the textbooks, resulted in a less intensive exploration of the idea of Canadian tolerance.

4. Canada as a Unique Society

Canadian uniqueness was a concept called for in American statements two, five and six (see Figure Two) and in Canadian statement four (see Figure One). The special character of Canada, exemplified by the ideas of two founding peoples and concepts of bilingualism and biculturalism, was found to be intensely portrayed in American textbooks. However, discussion tended to focus on historical and cultural characteristics of Canada rather than pointing out its distinctive world outlook. The lack of discussion of Canada's global position was consistent with the frequent omission of Canadian activities and viewpoints on international affairs. As a result, Canadian uniqueness tended to be portrayed in terms of the early development of Canada instead of independent ideas reflecting beliefs, values and political viewpoints in the contemporary world.

One more sign of a failure to portray a unique Canada was discerned by the similarity with which Canadian and American people were characterized. Where Canadian leaders were described, they were shown as having happy relationships with their American peers. When portraits of Canadian children were used to enliven the text, their lifestyle was described as being similar to that of Americans. Both seemed to be clones of accepted television shows.

Finally, textbooks do not use the device of common issues and different viewpoints to develop a contemporary sense of Canada's uni-

queness. Issues facing both countries are not even suggested. Although three textbooks did treat the problem of acid rain, little effort was made to discuss a Canadian position different from American views. Instead, issues were treated as common problems in which both countries needed to work toward technical solutions. Discussing acid rain as a scientific problem, rather than as a controversial issue in which both countries have differing viewpoints, does not provide a showcase for Canada's uniqueness in terms of belief and outlook.

CONCLUSIONS

The central image of Canada presented in the textbooks examined is of a Canada that is our "neighbor to the north", made up of friendly people who are "just like us". As a result, most textbooks are concentrated descriptions, for informational purposes, of places, historical events and government structures. This perspective tends to avoid a context for tackling any confrontational problems or analyzing issues which arise between the two countries. Although a number of textbooks identify divergent points of view, these are not developed. The following conclusions represent the results of the analysis:

- No textbook included *all* of the ideas identified as significant by the Canadian and American respondents in this study.
- Of all the ideas which served as the basis for our analysis, the most extensive presentations dealt with regional diversity.
- In most cases the textbooks provided a preponderance of factual information which was organized in such a way that it did not lead to the development of concepts and ideas. As a consequence, many of the "idea statements" in the study were interpreted as being weak in terms of intensity.
- The geographical positioning of Canada makes it a neighbor. However, the extensive use of this term implies a certain political stance which inhibits development of controversial issues. Textbooks, therefore, did not succeed in presenting Canada as a separate and unique society—an idea valued by both Canadian and American experts who contributed to the study.
- Lifestyle was generally presented as being job-related although a few textbooks expanded the topic to include sports and television. In the cases where these latter activities appear, they are described as being similar to those of Americans. Lifestyles

are not identified in terms of class divergence; it is assumed that everyone takes part in a middle-class culture.

- The writing style of American textbooks is dull and does not present ideas about Canada in a way which encourages the reader to take them seriously or to be challenged by them. Although some texts attempt to enliven the presentations by inclusion of interesting side bars, biographies of contemporary Canadians, etc., most feature only early explorers and national leaders.
- In general, textbooks do not address the concern that Canada ought to be portrayed as a unique and independent nation. The perceived mission of textbooks is that they are purveyors of fragmented "bits of information", not people-oriented in the portrayal of Canadian society and do not choose to explore the core of Canada's nationhood.

Information in almost all textbooks is accurate and clearly presented. There is, however, a strong need for better editing and structure, and a more arresting style.

Recommendations

After careful study and analysis, we are convinced that the conclusions warrant thoughtful consideration by those groups and individuals involved in the development and teaching of materials on Canada. It is our hope that such findings may therefore be disseminated as "discussion points" for the improvement of teaching materials.

The most significant recommendation arising from the study is the continuing need to be aware of the ubiquitous textbook and the influence it has in shaping the minds of young people. No amount of effort is going to result in the replacement or complete redefinition of the textbook. Moreover, the increased coverage of Canada in commercial textbooks during the last five years is encouraging news. Projections of closer economic and trade ties between the two countries is creating a growing interest among Americans (and Canadians) in knowing more about their North American partner. American educators are witnessing an increase in the amount of materials on Canada.

This study, however, points out that the issue is now one of quality, not quantity. Conclusions indicate that, among the twelve commonly-used American school texts examined, there exists great

variation and degrees of intensity in the treatment of ideas considered significant by informed Americans and Canadians. Those involved in supporting the teaching of Canada need to be cognizant of ideas currently present—and those found lacking—in American textbooks. Therefore we recommend that:

Textbook publishing companies should include Canadianists as consultants on their planning and writing teams. Selection of individuals, however, is not an issue of nationality or a matter of educational credentials. Individuals should be selected who can provide special knowledge and insights that give a balanced treatment of Canada.

All those involved in improving the teaching of Canada in American schools, and in the textbook process, should begin to acquire an understanding of ideas associated with Canada's place in the 21st Century. This includes knowledge of social and health programs, cultural achievement, broadcasting and information systems, and issues associated with the emergence of Asia-Pacific connections, the environment, immigration, and public access to information

Canadian Studies programs should recognize that textbooks will continue to dominate classroom teaching and that curriculum development and support should therefore abandon the production of mini-texts intended to replace commercial textbooks. Instead, efforts should be directed toward producing teaching materials which are informative and easy to use, and learning materials that are innovative in format, provocative in writing style and focussed in terms of concepts and ideas. A good example is the need to communicate an understanding of interdependence—a concept present in only one of the twelve textbooks examined. Efforts should not be directed toward duplicating content offered in commercial textbooks. The real issue is to develop a focused understanding of Canada through exciting and well-organized supplementary materials.

Canadian Studies centers in the United States should continue to serve as a venue for the development and dissemination of instructional materials for the public schools. Such efforts are best served by a consortium of academics and educators made up of Canadianists, who can guide, inspire and assist individuals and programs involved with the public schools. However the work of such a consortium should not impinge upon the specific institutional programs. Efforts should foster regional outreach as well as national collaboration among the centers and programs in order to maximize the effectiveness of Canadianists in reaching the education community.

In order to foster their interest in Canada, and their need for current and attractive classroom materials, Canadian Studies centers should maintain close ties with American teachers, including interaction with them at their regional and national professional meetings.

Canadianists in the United States occasionally should meet with book publishers and their representatives to communicate concern for improved Canadian presentation in textbooks.

The government of Canada is urged to continue its important support to improve the teaching of Canada in the American classroom. There is, however, a need to encourage other agencies who support education to recognize the value of having American students study Canada as a part of the international community.

A POSTSCRIPT: CANADA AND AMERICAN EDUCATIONAL REFORM

This study examines ideas expressed in text and graphic representation in twelve textbooks used nationally for the teaching of Canada. It does not address how well textbooks are designed, a common concern of publishers and textbook review committees. It is timely because the focus is on the nature of content, a concern addressed by two best-selling books, E.D. Hirsch, *Cultural Literacy: What Every American Needs to Know* and Allan Bloom, *The Closing of the American Mind*. These books and other national reports have raised the level of debate concerning the timeless question, "What should schools teach?"

Although the teaching of Canada at first may seem far removed from the argument for a more classical liberal education advanced by Hirsch and Bloom, and the call for a restructuring of American education and improvement in the quality of textbooks by national reports (i.e., National Endowment for the Humanities report, *50 Hours: a Core Curriculum for Colleges*), a closer look suggests a dilemma for Canadianists. On the one hand, this study shows that coverage of Canada in American textbooks tends to emphasize "facts for facts' sake." Experts who participated in the study, on the other hand, expressed the need for greater development of ideas that encourage comparative understanding and knowledge of contemporary international issues. Neither of these desiderata relate to the concerns expressed by critics of the direction of American education. Focussing on classical European roots tends to exclude discussion of "the lives of neighbors" and the emerging connections of an increasingly inter-

dependent world. The argument for standardizing liberal education is already influencing the formation of state social studies curricula as is evident in the 1988 framework for social studies in California.

What directions American education will take for the 21st Century remains uncertain. However it is clear that the debate is over fundamental values in the content of school curricula and textbooks, as reflected in the 1988 Association for Supervision and Curriculum Development Yearbook, entitled *Content of the Curriculum*. This debate inevitably affects the teaching of Canada.

Canadianists can best address the dilemma by placing their concerns in the context of the educational reform. This does not mean that they should engage in the great debate (there are good reasons why they should remain silent), but instead be attuned to what is actually taught about Canada. The time has come for academics and educators committed to improving the teaching of Canada to be as concerned with the messages they are advocating as they are with assembling an audience.

PART TWO

Profiles

PROFILE A

Latin America and Canada. (Follett Social Studies). Newton, Mass.: Allyn and Bacon, 1983.

I. Presentation

This 480-page book provides a geographical and historical description of Latin America and Canada. Introductory chapters include lengthy discussions of land forms, patterns of climate, globes, seasons and glaciation, along with map and graph skills for students. The second part of the introduction provides an historical overview of early American people migration patterns, their social structures and ways of life. Throughout the book, high-quality colored photographs, diagrams and maps support written text. The nine units on Canada, which extend for 155 pages, are located at the end of the text. At the beginning of each unit an "As You Read" section helps students in reading and organizing information. The end of each unit has a "Checking Up" and "Review Workshop" that provides students with questions and project ideas.

The first unit presents an overview of Canada through map and graph interpretation. Six physical regions and Canada's populations are discussed in descriptive style. Most questions recall information from the text. Very few questions require students to seek additional understanding or hypothesize economic conditions or life style.

The second unit features 23 pages of Canadian history. Organized chronologically, the text begins with early native peoples (using the term Eskimo) and the early European explorers—Cabot, Cartier and Samuel de Champlain. This is followed by a clear account of colonial North America, the settlement of New France, the Fur Trade, the French and Indian Wars and the Revolutionary War.

II. Facts and Ideas

- Canada is an enormous, vast and varied country, one of the least densely-populated countries in the world.
- Canada's political units are comparable to those of the United States.

- Canada and the U.S. have not always had good relations—Wars of 1812, border disputes and insurrection in 1837.
- Canadian settlers came from many countries, with French Canadians being a strong minority which seeks to maintain its culture and language.
- Economic problems beset those provinces not having the greatest material resources or access to markets because of distance.
- The discovery of oil, minerals and hydro-electric power since WWII has made Canada an energy-rich country.

III. Issues

- Threat of excessive influence and control by American and other corporations continues.
- Environmental deterioration is a social and political issue.
- Trade balance occupies a high priority in Canada.
- Canadians are concerned with the distribution of resource use among the provinces.

IV. Similarities and Differences

Similarities

- Both countries have vast natural resources and are industrialized.
- Both countries share cultural resources such as television, movies, and publications.
- They share a common language (English).

Their economies are interdependent.

Differences

- Canadian leaders had to accomplish the union of many different groups to create Canada—especially inclusion of the French Canadians. By implication, the U.S. did not.
- Canada is a member of the British Commonwealth and has certain ties to Great Britain.
- Canada has a new constitution.

V. Summary Statement

This is a more-than-adequate presentation of many facets of Canadian society and is suitably paced for students. Its vignettes of outstanding Canadians give a sense of life and human identity. This feature happily allows Canadians to be seen as more "different from" than "similar to" Americans. Although the text does a good job of humanizing Canadians, unfortunately the focus was only on leaders.

The text refers only to Canadian internal problems and does not address Canadian-American issues (except in relation to Canada's fear of loss of economic control).

PROFILE B

The Western Hemisphere—America's Neighbors. Lexington, MA: Ginn and Co., 1987.

I. Presentation

The text, an efficiently and attractively-organized assignment of 129 pages in a 500-page text on Latin and North America, is an even-handed treatment. The arrangement of content is logical—vocabulary preceding the units, moving from regions and climate to people, accompanied by information reviews and skills. The progression is through national history to specific studies of the provinces. There are applications of skills to textual materials—i.e., consulting atlases, using a computer, noting of analogies and reading editorials. This text is enlivened by interweaving of stories of real Canadians of all ages and from many parts of Canada.

II. Facts and Ideas

- Canada is the second-largest country in land area.
- It is an important Western democracy and an independent nation.
- Most of its population lives in cities within 200 miles of the U.S. border.
- Canada is divided into physical regions and provinces, dependent upon their natural resources.
- Canada is a bi-lingual country because Canada "made an effort to protect the French language and culture."
- Canada maintains close ties to Great Britain.
- More than $\frac{2}{3}$ of Canada's trade is with the U.S.; $\frac{1}{6}$ of U.S. exports go to Canada.
- There are some problems still confronting Canada and the U.S.: the deepening of the St. Lawrence Seaway, the presence of the sea lamprey parasite, and acid rain.

III. Issues

- Importance of waterways to Canada and U.S.

- Keeping Canada together means multiculturalism, bi-lingualism.
- Environment and acid rain.
- Problem of retaining culture of Indians and Inuits.

IV. Similarities and Differences

Similarities

- Provinces are similar to states; geographical regions are similar except for the Far North.
- Composition of migration patterns in U.S. and Canada is similar.
- There is a similarity in climate, but differences of precipitation.
- Both governments have three branches. (Students are asked to find similarities more often than differences in lifestyles.)

Differences

- Although these are not mentioned specifically the whole tone of the text is to look at Canada as quite a different country—with a distinct history and ways of life (although these are mostly tied to physical environment.)

V. Summary Statement

The delight of this text is that the student is asked to think about Canada by inserting himself into the lives of Canadians who live and work in various regions of Canada. However these portrayals tend not to relate to the real cultural and political content of Canada.

The vocabulary is lively and the subject matter, based upon facts and descriptions, is well-illustrated. This treatment of Canadian life means that no single impression of Canada and its "otherness" emerges and there is no attempt to tie it together in the last chapter. Although the big question is posed: "How does the development of Canada reflect the backgrounds of so many people?," the summary of key facts does not provide the essentials to answer that question. This text gives a good outline of the Canadian experience but nothing else; it a cheerful book and makes Canada look like a good place to visit.

PROFILE C

The United States: Its History and Neighbors. Orlando, FL: Harcourt, Brace, Jovanovich, 1988.

I. Presentation

This text is obviously intended for teaching the history of the United States. The scant attention paid to "neighbors" is apparent, since the coverage of Canada consists of only nineteen pages in a 575-page book, while Mexico receives only fourteen pages. The illustrations are attractive but mostly historical; they are accompanied by outlines, however, which include new facts and questions and may therefore be used to inspire creative discussion. There are also interesting and lively quotes, such as one by Madame Pompadour, who said to the French king, "Canada was only useful to provide me with furs." The subject flow of the text is from geographic regions to early history, wars, British rule, westward movement, government, and then to contemporary problems. Although this is an America-targeted study, it is disappointing that there are few Canadian comparisons used.

A special section for "thinking critically" invites comparisons but there is no help in the text. The subject of the chief "one page highlight" for the Canadian section is the Mounties which, while colorful, is too precious. The questions to the entire section are direct and related to the material. There is an obvious attempt to connect history to "people who mattered" and these descriptions, though short, are in lively narrative style: Count Frontenac, Radisson Groseilliers, Thompson, Pennycuik, Terry Fox. The range of activities is confined to the textual presentation itself.

II. Facts and Ideas

- Canada and the United States share the longest undefended border in the world.
- Americans and Canadians are linked by history, culture, business, finance and trade.

- Canada is the second-largest country on earth, but is sparsely populated. Most of its population lives within 200 miles of the border, in southeastern Canada.
- Canada is rich in natural resources.
- The geography of Canada (its regionalism) defines most of its life.
- France and England both claimed Canada and some of that conflict continues as the French Canadians cherish their separate language and culture.
- Canada and the United States have strong economic and trade ties and have cooperated in various seaway and space projects.
- Although large oil deposits may be present in the Arctic Islands, it will be difficult to recover this oil.
- Some French Canadians want Quebec to secede from Canada, but the 1980 vote on the question of secession failed.

III. Issues

- Air pollution, much of it emanating from U.S. power plants, is a cause of concern to Canadians.
- Fishing rights on the Georges Bank was an issue between the United States and Canada that had to be settled by an international court.

IV. Similarities and Differences

Similarities

- Much of Canada's history and culture is linked to the United States.
- American geography is somewhat similar to that of the United States—the interior plains of the United States extend north to Canada.
- Most British colonists settled in what was to become the United States, but some went to Canada.
- The Canadian Charter of Rights and Freedoms is similar to the American Bill of Rights.
- Ottawa, like Washington, D.C., is primarily important because it is the center of the national government.
- Like the American president, the prime minister heads the executive branch of the government.

Differences

- Canada is slightly larger than the United States.

- The population of Canada is about one-ninth of that of the United States.
- Canada has both a French and English heritage.
- Canada never had a revolution.
- Canada remained under British rule longer than the United States and now, although completely independent, Canada still holds to part of its heritage by its membership in the Commonwealth of Nations.
- Canadian provinces have a great deal of authority.
- The Prime Minister of Canada, unlike the American president, is not elected nationwide; he is chosen by the party in power in the House of Commons.
- Canada has two official languages: French and English.

V. Summary Statement

This text is not noteworthy in its explication of Canada because it is too compressed. It is, however, enlivened by some "people references" which reflect its editorial intent and these keep the presentation from being boring. Little of the uniqueness of Canada, however, is brought out and its multi-cultural composition (except for the original French and English settlement portion) is ignored. The historical journey to 20th century industrialization and participation in world affairs is not portrayed save when Canada is identified as a "modern industrial power," and in mention of its position in the two World Wars.

The text, to be sure, encourages expansion of this study of Canada by reviewing facts with "how" questions; these call for further research since the answers cannot be found in the text. For example, the question "Do you think Americans should be interested in Canadian events?" will open up discussion and the need for more information. One wonders, however, about the use of "should."

This is a very difficult text in that it is too packed and the style is imperious. Editing is needed. In general, Canada seems to have no business in the text since the "neighbor" content is so minimal that it provides few jumping-off places for the teachers to interject the study of Canada.

PROFILE D

Latin America and Canada. Lexington, MA: D.C. Heath and Company, 1987.

I. Presentation

Divided into nine units, this 536 page textbook provides a geographical and historical description of Canada and Latin America. Canada's past and the division of eastern and western Canada are described in one unit, 58 pages in length. Canadian ties with the U.S. are briefly described in the unit "Linking the Americas."

The textbook begins with a series of exercises to develop map and globe skills. The second unit addresses the geography of the Americas by focusing on the water, land, weather and plant life. The narrative is informational, with little attempt to explain man-land relations or ecosystems.

II. Facts and Ideas

The major idea conveyed in the three-part unit on Canada is one of a vast and diverse country which causes Canadians to use the land and resources in different ways. The first part provides the geographical setting by describing the physical features and economic activities of six regions—the Appalachian Mountains, St. Lawrence-Great Lakes Lowland, the Canadian Shield, the Interior Plains (incorrectly labeled on map), the Western Mountains and the Arctic North. An accompanying map and student activity provides interpretative understanding of Canadian population density.

The remainder of the unit is an historical account of the native peoples, the exploration and settlement of the French and English, and the political development of Canada as a nation. Description of native peoples is in terms of past tradition—hunting and gathering practices. Early settlement and formation of the nation is described chronologically. Throughout the account there is appropriate reference to the U.S. Loyalist migration, War of 1812, foreign relations with the U.S., and passing comparative reference to government structures. Colorful illustrations supplement information conveyed in writing. A

"Chapter Review" provides a review of terms, facts associated with main ideas and project work that is information-gathering in nature.

The second unit describes ways in which both history and geography have affected how Canadians live and work in the eastern provinces. Discussion is organized around the four maritime provinces. Explorations by the Vikings and later seasonal visits by European fishermen led to the establishment of the settlement in Newfoundland; this province still has close economic ties with the sea. New Brunswick's settlement was a result of early French and English (Loyalist) immigration and the subsequent establishment of farming and the forest and shipbuilding industries—all of which are evident today. Acadian and Scottish settlers were the first to develop what is now Nova Scotia. Today Nova Scotians work in a variety of industries—fishing, pulp and paper, and some agriculture where land is suitable. Prince Edward Island was settled by immigrants from England and Loyalist settlers established farming and fishing that is still carried on today.

Discussions of Ontario and Quebec are in terms of the land of the Shield and Lowlands, cities and their environs—Montreal, Quebec City, Toronto and Ottawa—and provincial developments and issues. An historical description of the Separatist Movement and a working description of the St. Lawrence Seaway are featured. Easing of French-English tension and financial troubles facing the Seaway are acknowledged.

The unit on Western Canada describes what people do in the Prairie provinces, British Columbia and the Northern Territories—in a format similar to the description of the Maritime provinces. Historical narrative on the Prairies emphasizes early settlers, the Metis rebellions and the Great Depression; grain farming, ranching and the oil boom are highlighted. British Columbia is described in terms of European settlers and the Asian connection is illustrated only by way of a single picture of a Chinese farm worker. The importance of the forest industry and tourism are featured, along with a description of Vancouver as a trading and tourist center and as a multi-cultural city. Settlement in the Northern Territories is also presented in the context of early European explorers, the Yukon Gold Rush, and the life of the Inuit and Native Indians. Mining resources are discussed. The unit review features questions stressing factual recall and a project which directs students to investigate the problems of the B.C. forest industry—incorrectly including acid rain among its problems!

III. Issues

In the chapter entitled "Across Borders," environmental, economic and cultural ties in the Americas are discussed. Acid rain is described as a problem that needs the cooperation of Canada and the United States. Technical solutions to the problems are discussed.

IV. Similarities and Differences

Similarities

- Existence of political parties.
- Powers of Prime Minister and President.
- Sharing the problem of acid rain.

Differences

No differences are clearly identified.

V. Summary Statement

Latin America and Canada devotes one-ninth of the textbook to describing how the country's vast and diverse physical nature, and patterns of exploration and settlement, have caused Canadians to use land resources in different ways. The description, organized around the two general divisions of Eastern and Western Canada, features an historical and a geographical account of what people do in each province. Accounts reflect factual, third-person descriptions. Some problems, but no issues, are mentioned. Although the account of economic ties indicates the United States' need for further access to natural resources, only passing mention is made of Canada in this connection. Major emphasis is on the debt crisis with Latin American countries. Cultural ties between the United States and Latin America are discussed at length, but only hockey and pop stars are given as examples of cultural ties with Canada. The final chapter on cooperation and change avoids discussion of Canada and, instead, focuses on the need for American cooperation with Latin American countries to solve economic problems, drugs, poverty and world peace.

PROFILE E

America and its Neighbors. (Holt Social Studies), New York: Holt, Rinehart and Winston, 1986.

I. Presentation

This social studies text on the United States, like many others, begins with a review of geography skills and then moves into the continental picture historically—from the period of exploration up to the challenges of science and democracy in the post World War II period. There is necessarily some mention of Canada in the exploration period and, to a minuscule degree, with reference to the War of 1812. The final unit contains twenty pages on Canada—out of a total of 54 devoted to “neighbors.” Considering that the other countries—Mexico, Central America and South America—must share the remaining 34, this is not negligible. The format is lively and the illustrations are clearly referenced in the accompanying text. Goals and skills are tidily placed, but the governmental process is explicated (very badly) by the flow charts only—pp. 434–35. Although building vocabulary is obviously a consideration, it is not obtrusive in this text; key words and their meanings are shown in boldface and explained in a side margin display. Commendable is the selection of a contemporary writer, Farley Mowat, as a famous Canadian. What is puzzling is the abrupt treatment of Canada’s history after World War II, including omission of the Canadian flag or patriation of the Constitution. As usual, the questions are geared to elicit feedback of information and thus the text is not an open door to creative thinking about this neighbor’s relationship to the United States.

II. Facts and Ideas

- A vast, resource-endowed country with unlimited economic prospects for its people.
- Indians, Eskimos (the name persists), French and English, brought their presences to Canada in historic succession.
- Problems were created by the competing claims and different cultures of the French and English.

- Canada is an independent democracy, but a member of the British Commonwealth of Nations, and Queen Elizabeth II is the official head of the government.
- Canada is a land of many different people. Immigrant groups have changed over the years and include many Asians. Early groups were Inuit and Indian. (Indians in Canada live on "reserves," not reservations.)
- Canada has a number of large and beautiful cities.
- Both Canada and the United States have democratic ways of passing legislation.

III. Issues

This text is not concerned with issues but with facts and occasional comparisons. The only Canadian issue suggested is separatism, inferred by the statement that "Keeping Canada together is a challenge Canada still faces today."

IV. Similarities and Differences

Similarities

- The two nations share a long, unfortified boundary.
- Both countries are rich in natural resources.
- Both countries have a democratic form of government.
- The provinces in Canada are equated to the state governments in the United States.
- Passing bills into law in Canada and the United States is, in the main, a similar process.

Differences

- "Canada has remained close to Great Britain" ...etc. (p.428) implies this is different from what took place in the American course of history.
- Differences between the passages of bills into law in Canada and in the United States are illustrated and underlined by the narrative and the skills questions. (Pp. 434,5)

V. Summary Statement

It is possible to see the intent in this text more clearly than in many: it is to make students aware of the Canadian physical and national presence—chiefly to tell them "what and who is up there." However, the content slides past large periods of Canada's western development, with slight mention of ethnic contributions, no description of leaders after the explorers, and no mention of disparities in provincial economies. A quick and idyllic picture of Canada is snapped.

PROFILE F

World Geography. River Forest, Ill.: Laidlaw, 1987.

I. Presentation

The intent of this text is to introduce the concepts and skills necessary to study geography and its impact on people of the world. Case studies are vehicles for the initiation of problem-solving. The three introductory chapters portray Canada and the United States as a single "cultural region" because they are populated by the same peoples and share similar landforms. Following an introduction of 53 pages, the United States and Canada are presented in 76 pages in a 583 page book of factual narrative—exclusive of maps, indexes, gazetteer, etc. Contemporary topics include railways, communications, manufacturing, goods and services. Surprising and happy elements mentioned in this text are health care, housing, educational opportunities and museums and libraries. Interdependence between the two countries is a strong organizing concept. A review unit of the Canada-U.S. cultural region provides how and why questions, a section on reading skills, graph interpretations of Canadian and American trade connections and suggested readings.

II. Facts and Ideas

- Like the United States, Canada is a vast country with diverse physical regions. It is described as part of five landform regions and six climatic zones of North America. Landforms highlighted are the Continental Divide, Basin Mesas, fall lines, and the Piedmont—all physical terms used to describe American but not Canadian landforms.
- Climatic conditions in North America are influenced by location and landforms. It is of passing interest to note that the book includes a brief account of rain-forest vegetation in Hawaii, a state often omitted from texts that focus on U.S. geography.
- Most Canadians are of European descent. The remaining are Asian, Eskimo or Indian. (Note use of "Eskimo.")

- Early European exploration includes English settlement in the thirteen colonies; French settlement along the St. Lawrence Valley; and the Spanish settlement in Florida and the Southwest. Frequently, early settlement is expressed in terms of man-land relations—i.e., “The fertile soils and the mild climates of these areas led the Spanish to start farms and huge cattle ranges.”
- Growth of industry and agriculture is influenced by the physical environment.
- Ideas tend to reflect on “environmental determinism” as a view of human activities.
- Both countries are “representative democracies.” U.S. government is explained in terms of the powers given by the Constitution to national and state governments. The three branches of government are outlined. Formation of the Canadian government is related to the British North America Act of 1867 and the Constitution Act of 1982. The strong powers of the national government, the branches of government and responsibilities of the Governor General (symbolic) and Prime Minister (working head) are emphasized.
- There are “cultural expressions” common to both countries: religious expression, languages and bilingual policies (New Mexico is described a bilingual state), artistic styles, architecture, literature, music, drama, dance, movies and television. However, discussion is heavily weighted in favor of American cultural expressions. (Only one sentence describes Canadian radio and television programs.)
- Canada and U.S. are leaders in manufacturing because of resources and use of technology. Importance of foreign trade to both countries is described in terms of volume and interdependence. The increasing interdependence of the two countries is illustrated by reference to the exchange of food, natural resources, manufactured goods, financial assistance (capital) and scientific research.
- Canadian roads and widespread use of automobiles has encouraged development of motels, shopping malls and drive-ins; while rail systems in Canada and the U.S. help move people and products. Mississippi and the St. Lawrence Waterways are significant North American transportations systems.
- Most Canadians live in urban areas located within 200 miles of the U.S. border. People live near the border because cold

climate and rugged terrain discourage northern settlement. The population is described as being highly mobile, well-off, and enjoying an advanced health care system, educational opportunities, rich cultural traditions and entertainment and sports events—much as in American society.

- Everybody's working—everybody's educated—everybody's taken care of. There are only two problems: acid rain and the unpredictable weather.

III. Issues

Two case studies of acid rain and El Niño are provided, more as a description of the problem and possible solutions than as an issue between Canada and the United States. The study of acid rain describes the reasons for concern and offers certain technical solutions. Solutions are expressed only in terms of coal-fired plants: use of western low sulfur coal, installation of scrubbers and the burning of coal as a gas. Mention is made that both countries are expected to pass new pollution laws.

The case of El Niño is offered to show how a change in the ocean temperature and winds in 1982 influenced weather conditions along the Pacific Coast. These weather changes brought drought, flooding and storms, as well as difficulties for the fishing industry. The solution for dealing with the unpredictable nature of climatic conditions is said to be better scientific monitoring.

IV. Similarities and Differences

Similarities

- There is a sharing of landforms, river systems and natural resources.
- Immigrant peoples settled each country and they have common native populations.
- Both countries have Federal governments with three branches.
- Religion is important to both countries and most people are Christian.
- Both Canada and the United States raise more food than their people can consume.
- Both economies are based on agriculture, industry and trade.

Differences

- Canada is a bilingual country because Quebec was settled by the French. The U.S. has only one bilingual state.
- Canada is a self-governing nation with some ties to England.

- Canada has a smaller population than the United States.
- Literature in Canada mostly reflects two internal problems: the experience of the French Canadians who feel isolated and the struggle for a Canadian identity.
- Most Canadians live near the southern border; the U.S. population is more evenly spread, although its Northeast is the most densely populated.

V. Summary Statement

Treating the United States and Canada as a cultural unit creates a "combined-country" approach but inhibits a sharp distinction of either. By dealing with development in such a manner, the time line of events is neglected. Although in its "questions" the text calls for an examination of differences, and always asserts that different paths (for example, in cultural expression) were taken, it does not demonstrate *what* or *how*. While the Governments (chart included) are presented in such a way that differences are apparent, the text discusses only the similarities. The narrative emphasizes the sharing of landforms, regions and climatic zones, similar economies of interdependence, integrated transportation and communication systems and common life styles. However, in the main relationships are explained with a bias toward environmental determinism. American terms and cultural expressions dominate the vocabulary.

The text is innovative in highlighting artistic developments, transportation, communications and life styles—topics often left out of school texts. Unfortunately, the use of a single North American cultural region to describe the Canadian economy and life fails to bring out the "foreignness" of Canada. The two case studies address two environmental "problems" but avoid discussing them as "public issues." Ideas reflected in the text, illustrations, and review questions stress a high degree of causality.

PROFILE G

Latin America and Canada. (Macmillan Social Studies). New York: Macmillan Publishing Co., 1987.

I. Presentation

After a beautiful *Atlas* section and a unit on the continent itself, including an overview of the "neighbors" which contains an explanation of the demography, the climate, trade and defense alliances, this text begins with Canada. Inexplicably, the title, however, is *Latin American and Canada*, dashing one's expectations. We find that 149 pages of a total of 515 are devoted to Canada; the arrangement of topics provides the progressions from climate and resources to regions and settlements, expansion and union, to the governmental structure, a stab at relations with the United States, and studies of the provinces. Too many questions are merely "feedback" questions, but the reasoning skills under "Thinking it Through" are introduced with well-stated propositions and require an ability on the part of the student to find the facts and ideas necessary to formulate an opinion. The editorial style contributes a real feeling of discovery which is lacking in many texts. It points the way to looking, thinking for oneself, and comparing. In general, the text is written in a way that helps Americans learn about themselves as well as about Canada. Tremendous care has been taken to ensure a wide scope of skills: critiquing legends, diaries, biographies, searching library catalogs, etc.

II. Facts and Ideas

- The beauty of Canada is a tremendous asset and Canadians seek to protect and enjoy it.
- No Canadian city is more than 60 miles from a wilderness area.
- Because of its great size, Canada has a wide variety of climates and vegetation regions.
- Canada is a "new" country, independent, but retaining ties to Great Britain.
- The fur trade was the most important activity of the French in Canada in the 17th century.

- There have been many tensions between Americans and Canadians from fur trade days forward, until after the War of 1812. (Many insights about the fur trade are uniquely presented.)
- Since the end of World War II Canada has become a strong industrial and trading country.
- Americans control over half of Canada's largest businesses and this is resented by some Canadians.

III. Issues

- Water and pollution
- Separatism
- Control of economy by Americans

IV. Similarities and Differences

Similarities

- Canada, like the U.S., is a nation of immigrants.
- Canada and the U.S. have many ethnic groups.
- Family farms are disappearing in both countries.
- The St. Lawrence Seaway provides access to the Atlantic Ocean for the Great Lakes for both countries.

Differences

- Canada has two official languages.
- Each country achieved independence from Great Britain differently.
- The United States *needs* raw materials; Canada *has* the natural resources.

V. Summary Statement

This book is a tidy encapsulation of the geographic features and regional/provincial distinctions of Canada. Presentations portray a nation brought into existence by reasons no different from those of the United States—"just a bit quirky about England and France." However, the text emphasizes differences between the countries rather than similarities. The format could expedite the message that Canada is indeed different if each section topic would reference a major difference. Bringing Canada up-to-date is obviously a goal in this geography text.

PROFILE H

United States: Our Nation and Neighbors. New York: McGraw-Hill, Inc., 1986.

I. Presentation

The first two chapters of this text, which weaves the geographical into the historical, are given to mapping the world, and then the North American continent. The colorful format of the resource maps enhances the text but is overweighted with pictures which do not always add to the narrative. Twenty-three pages are given to Canada of the 466 total; compared to 24 pages for Mexico, Central and Latin America combined. Apart from the sections on Canada itself, the text includes Canada in the historical unfolding of North America from the French exploration through the English thrust and to the final conquest. The Canadian section begins with a description of the geographical regions and resources and moves on, at a swift pace, to history and government. The text is light on review questions, main ideas and thinking skills in the Canadian lessons, but does return to Canada in the larger Unit Review of the "neighbors" in which the preponderance of questions and references are Canadian.

II. Facts and Ideas

- Canada is presented from the viewpoint of a North American neighbor and emphasizes its vastness, sparse population and its "two most important resources—land and water."
- Key words are used as historical signposts: *voyageurs, portage, intendant, seigneur, habitant.*
- The settlement of Canada, following the coming of the French and English and the migration of Loyalists, was enhanced by the coming of diverse ethnic groups in succeeding years. This pattern makes Canada "a land of immigrants."
- Canada's path to independence was by an orderly process from the Quebec Act forward, by way of its own Constitution and place in the Commonwealth. (The path described here is actually less thorny than it actually was!)

- Canada is a democracy with three branches of government.
- Trade is important to Canada's economy.
- Most Canadians live along the Southern border where farming and manufacturing dominate the economy.
- Canada has two official languages.

III. Issues

- Canada has a demographic problem because of its geography. "People don't live in the far north because it's too cold."
- There are also East-West problems in Canada because of the disparity of natural resources.
- Close relations exist between Canada and the U.S. because of the long common border. (Is it the other way 'round?)

IV. Similarities and Differences

Similarities

- Canada and the United States share the same geographical features but have a different climatology.
- Canada has a native Indian and Eskimo (that's what they are called in the text) population, mostly living on reservations.
- Canada is mostly a nation of people from European backgrounds.

Differences

- There is still a certain special relationship between Canada and Great Britain which is different from that of the United States and Great Britain. Canadians "acknowledge the Queen" and include the office of a Governor General in their Government. (This is only mentioned, however, by way of a "Research Skills" assignment.)
- Canada's economic growth is more recent than that of the United States and is reflected in their later "boom town" and mineral discoveries.

V. Summary Statement

The style of this text is that of one neighbor describing another. Therefore Canada is portrayed as a progressive, compatible family living next door—its roots are similar but it took that family a bit longer to become independent of "the old folks." We like what we see in one another's garden and depend on each other for trade in many sectors. The text does not have time, apparently, to tie individuals to the history of Canada. Therefore Canada remains a neighbor mostly

living behind drawn curtains. However, the treatment looks at his origins, his habitation, his governmental support system and his occupations with clear opera glasses, and finds the family to be a good neighbor, not very different from us. There are no visible fences between.

PROFILE I

World Geography: People and Places. Columbus, OH: Charles E. Merrill Publishing Co., 1984.

I. Presentation

This is a geography textbook, based upon the concepts and skills associated with the discipline. The introductory section outlines the use of the regional method, and stresses the value of geography in teaching the totality of a country. The book has two introductory units on foundations and patterns of geography, followed by a discussion of the seven regional areas of the world. Canada receives only 20 of 595 pages and is referred to as the "second country in the Anglo-American region."

II. Facts and Ideas

- Canada, as the second country of the Anglo-American cultural region, has a vast and diverse physical landscape that influences what Canadians do. The U.S. has many similar physical features.
- Physical size and population are expressed by way of comparison with U.S., Mexico and Europe.
- The Canadian landscape can be divided into seven major physical regions, many of which are similar to physical areas in the U.S. Each region is discussed relative to its relief, physical characteristics and vegetation.
- There are a variety of climatic patterns and factors that influence climate in both countries.
- Facts and ideas concerning cultural and economic patterns are described in terms of provinces.
- The Atlantic provinces are developing their resources into a mixed economy, even though fishing remains the most important economic base.
- The Great Lakes-St. Lawrence Seaway area is important within this region because it is responsible for the highly-developed

industrial character of the region—one which is dependent on the network of water, rail and road transportation.

- The relief and varied climatic conditions of the Prairie Provinces influence farming practices.
- As both a provincial and geographic area, the Cordillera of British Columbia is important to Canada for its forest, fishing, agricultural and mining resources. The physical environment and climatic conditions are critical factors in the development of these resources.
- The Canadian Territories comprise a vast area that has a small population of native peoples and the settlements are scattered.
- Canadian life is similar to American lifestyle. Comparable conditions include: standards of living, radio and television, sports and entertainment. Because most Canadians live near the border, the government places controls on magazine distribution (not TV programming) and upon certain American business in and with Canada. (These restraints will no doubt be affected, negatively or positively, following the Free Trade Agreement and it may be assumed that the text could be altered in future editions.)
- Ideas of government (identified here as key issues in Canada) are arguments for a strong central government, interacting federal and provincial political systems, and the state of French-English relations.

Historical ideas mentioned are:

- The importance of the Quebec Act to ensure survival of the French culture and language; the war of 1812 as an act of American aggression; how the British North America Act sought to invite the British colonies to unite.
- Despite problems between English and French Canadians, Canada has developed into a strong nation because of its tolerance for two languages and ethnic diversity.

III. Issues

This is one of the few textbooks which actually uses the term "issue." Issues identified are: federal-provincial relations, English-French relations, unemployment and inflation, and (more implicitly) the preservation of the Canadian identity. Other than stating the issues, however, the discussion does little to promote understanding of their nature and complexities—either in narrative, review questions

or suggested activities. The idea of a border is presented in some detail, but is not related to any consequent bi-national issues.

IV. Similarities and Differences

This text stresses similarities—in particular the extension into the United States of some physical regions of Canada (i.e., Appalachian Mountains and Prairies) as well as the affluent life-style and inter-dependent economies of each. The major difference presented is that of climate. Once again, it is stated that Canada has a cold climate.

V. Summary Statement

This textbook is concerned with a geographical overview of Canada and shows that, in many ways, it is therefore similar to the United States. The Canadian presentation focuses on the physical aspects of Canada and explains what Canadians do in terms of man-land relations. The brief discussion of Canadian history is therefore incidental and, although clear and accurate, still does not appear to relate to the larger section on physical geography. While the writer asserts that Canada has become a more significant global power in the 20th century, he attributes this solely to affluence. Description of Canadian life is highlighted by what the writer has designated as "key concepts," but the brevity of the text does not permit display of real insights. In sum, the discussion of Canadian life leaves a feeling that Canada is "just like us."

PROFILE J

Canada. (Scholastic World Cultures). New York: Scholastic, Inc., 1985.

I. Presentation

An American publication, authored by a Canadian, this attractive (mostly black and white) paperback of 232 pages and its intensive *Teaching Guide* of sixty-three pages are not as well known as their presentations merit. Devoted wholly to Canada, they will serve grades 8-12 better than the lower grades. Unlike many texts produced by Canadians, the comparative approach is present from the beginning forward, as the text deals with topics from landforms to climate, from independence to immigration. The format is historical, but following the account of World War II, Chapters 12-16 are devoted to a review of contemporary topics: a discussion of the founding peoples, the Canadian mosaic, native peoples, retention of the French and British heritages, the process of immigration, foreign labor, discrimination, urbanization, the Canadian identity and multiculturalism. Map skills are tied to an immigration graph and discussion questions and activities deal with concepts suggested in the text. The last two chapters, on Canadian-American relations and Canadian economics, present all facets of the relationship and the consequent problems: communications, entertainment, environment (including acid rain). It also presents Canada's internal problems: regional disparity, international competition and economic development, as well as social services and health care.

The *Teaching Guide* explains the common myths about Canada: (1) the stereotypes and (2) over-emphasis on commonalities. Role-playing activities are tied to problems raised in the text but do not encourage simple feed-back answers. There are "double-check" answers to direct questions for the teacher's use, as well as facts necessary for assessment of student skills, role-playing and workshop activities. For the most part, the bibliography for teachers is adequate, but confined to Canadian sources.

II. Facts and Ideas

- Canada is a land of physical diversity and demographic differences.
- More than three-fourths of all Canadians live within the 200-mile strip and 75% of the population of Canada is urban.
- Canada has two founding peoples. The French and English heritages are important to Canadians.
- Canada and the U.S. chose different relationships with Great Britain. Canada, buoyed up by the Loyalist immigration, elected to embark upon a path of evolution toward self-government rather than revolution against England.
- Canada's history and geography have made for major regional differences.
- There are problems concerning language rights of both French-speaking minorities in primarily English-speaking Canada and English-speaking minorities in French-speaking Quebec.
- There has been a history of suspicion of America's intentions toward Canada.
- Canada has concerns about being crushed, economically and culturally, by the United States. However, these two friendly nations must work out their differences, particularly because of their trade interdependence.
- Canadians are concerned that they may not keep control of their own economy (especially energy) in the face of American investments in Canada.

III. Issues

- Native peoples in Canada want their share of its services and resources and this is resulting in new ways of looking at their rights and expectations.
- Bilingualism and the special status for Quebec are not yet settled issues.
- Major issues between the U.S. and Canada include cultural competition, environmental issues and some defense issues.
- Regional relationships are often strained within Canada because of the disparity of resources between regions.
- The continuing strength of the Canadian economy is foremost on the national agenda.

IV. Similarities and Differences

Similarities

- Demographic similarities are: native peoples, English and French settlers, massive settlement by Americans during and following the American Revolution, similar waves of immigration from other countries and continents.
- The two countries have a similar history: from colonialism to independence to democratic style of government.
- We share a long and peaceful border.
- We have engaged in common wars.
- The U.S., by custom, shares one of Canada's official languages.
- Both countries are dependent on one another for trade.
- The same standard of living is maintained, or sought, for the citizens of both countries.

Differences

- Canada has an independent government, with its own constitution, but remains tied to the Crown to signify its relationship to Great Britain; it is a member of the British Commonwealth of Nations.
- The leader of the party with the most elected delegates to the House of Commons is named Prime Minister. Senators are appointed by the Prime Minister.
- Federal-provincial powers are distinct by their nature and the provinces have specific governance over their natural resources and education.
- Regionalism is an important factor in the development of Canada's national identity.
- Native peoples in Canada negotiate their "land rights" as "status Indians."
- Canada has made a conscious choice of the mosaic pattern; there is "only one Canada but many ways to be a Canadian." This is different from the "melting pot" theory of the U.S.

V. Summary Statement

This text strives, and succeeds, in portraying Canada as a unique nation, due in part to its emphasis on the peoples who settled and live in Canada, rather than by taking a strictly geographic approach. The effect is to produce an image of a country that has been formed by the actions of its people (and its neighbors) rather than one which is simply the victim of its environment, as suggested by so many other texts. The concepts of "uniqueness" and "Canadian identity" are developed by evidence.

The Canadian-American relationship is revealed to have had a basis in fact in continental history but is also tied to common contemporary problems—i.e., cultural identity, the economies and the environment (particularly acid rain and fishing rights). Although economic interdependence is mentioned, the emphasis is definitely on how much Canada exports to the U.S. and her fear of being overwhelmed by American investments. It does not underline American dependence. Certainly it must be said that the text examines Canada from an American standpoint.

Finally, the editors should be congratulated on the pedagogy used in developing the "idea of Canada," which extends to the inclusion of imaginative role-playing and workshop activities.

PROFILE K

Western Hemisphere: Latin America and Canada. Glenview, IL.: Scott, Foresman and Co., 1986.

I. Presentation

This text is designed to be interdisciplinary. The opening units, on the land and people of the Americas, begin by making a statement illustrated by the story of children who live in Mexico, Canada and Columbia. The statement is that there are three different peoples sharing this continent. Thinking skills are called upon to make differentiations in the lifestyles of the three children portrayed; they are all three middle-class children and watch similar television shows. Climate affects their sports activities. The text then moves on to discuss hemispheric climates, landforms and water bodies, and relates these to the subsistence activities of people living in the three countries, making clear distinctions between the natural environments and the technologies.

When discussing the early peoples, three chapters are devoted to the Indians of Canada. Following lessons on the Spanish and Portuguese settlements, the text moves on to the French and British in the Americas, continuing through to the Battle of Quebec and the emergence of Canada as a British colony. Unit 3, detailing the road(s) of independence in the hemisphere, devotes one chapter to Canada's path to nationhood, beginning with the statement that "...Canada became independent not by revolution but by evolution." The use of historic figures has involved the selection of fine photographs, good quotations and interesting slogans, as well as spot stories about Canadian figures—all of which enliven the text. The specific unit on Canada follows, with a rousing statement from the President and Editor of *National Geographic*: "As much as any land on earth, Canada has taught me the wonder of geography." The physical regions and provincial regions are presented with effective side bars, photos showing both the French and English ambience of Canada in contemporary scenes. The government section is up-to-date and makes appropriate comparisons. Delightful chapters on life in the provinces and the cities fol-

low, often inviting lead-ins to other significant sides of Canadian life, particularly by asking many creative "how" and "why" questions. This text avoids being saccharine, however, and seems realistic about the relationship between Canada and the United States.

II. Facts and Ideas

- Canada is a bilingual nation.
- Canada achieved independence by a peaceful path of negotiation.
- The provinces are varied in their natural resources and economic bases.
- Canada operates as a federal system.
- Canada and the United States are democracies.
- The border between the U.S. and Canada is a symbol of peace and friendship.
- Canada and the U.S. are interdependent economically.

III. Issues

- There is sharp controversy over fishing rights in both the Atlantic and Pacific oceans.
- Dissension over ownership of oil companies by American-owned multinationals disturbed Canadians.
- The "Americanization" of Canada by too much American TV is feared by many Canadians.

IV. Similarities and Differences

Similarities

- Countries have similar landforms.
- Both countries were inhabited by native peoples and developed by immigrant peoples from Europe and Asia.
- People, goods and ideas move freely across the border; therefore the cultures are very similar.
- Women's rights movements, seeking the right for women to vote, grew up in both Canada and the U.S. in the early 20th Century.

Differences

- In Canada the Parliament serves as the legislative and executive branches of the government.
- Senators are recommended by the Prime Minister and then appointed by the Governor General.

- In the U.S. the people elect the President directly; in Canada the Prime Minister is the Leader of the political party winning the most seats in the House of Commons.
- Many Canadians have cottages in the country for vacation retreats.

V. Summary Statement

This is definitely a cheerful picture of Canada—upbeat, developing, prosperous, working everything out with the U.S. (forgetting to mention acid rain). Although it contains a quiet warning that problems may arise from time to time, this is offset by assurance that the “special relationship” provides a means by which problems can be solved together. It is an informative text, with more bar graphs and thinking skills than most other textbooks. Differences in lifestyle are muted; the government sections make clear, however, the independent approach taken by Canadians toward self-government. The nature of the Canadian-U.S. partnership is well described, and includes mention of security and defense against threatening (unnamed) enemies. Often stressed is the need for a special friendship between these two “nations of immigrants.”

PROFILE L

The United States and Its Neighbors (The World and Its People). Morristown, N.J.: Silver Burdett Company, 1986.

I. Presentation

Intended as a U.S. history text, Canada (as in the case of the Latin American countries) is explained as a separate entity. Coverage includes a swift review of its history, people by ethnic origins, the regions, and major cities. Canada is assigned 14 of 456 pages, developed under the headings of History and Government, Land and Climate, and Cities. Activities rely heavily on use of the encyclopedia. Map skills are centered on the physical and political maps, plus a statistical table that is quite colorful. The text tends to make sweeping statements which are incorrect in innuendo if not in fact: i.e., "The last ties with Great Britain were broken in 1982," but going on later to mention the Commonwealth and the Governor General's appointment. No reference is made to the British North America Act or the 1982 Canadian Constitution. This text, at best, provides a quick trip across Canada.

II. Facts and Ideas

Important ideas selected to be highlighted are presented as part of the Chapter Review and correctly identify the main facts found in the text.

- Earliest Canadians were Indians and Inuits.
- Canada has two official languages.
- Canada is larger than the U.S. but has fewer people.
- Canada is a land of many natural resources.
- Economic activities are manufacturing, mining and agriculture.

III. Issues

No issues are treated in this text.

IV. Similarities and Differences

Similarities

- Canada and the United States have Federal forms of government.
- Canada, like the United States, "spreads from 'sea to shining (sic) sea."
- Canada and the U.S. are almost the same size, but Canada is bigger.
- American products can be bought in Canada and sometimes can be paid for in American money.
- Most people in both countries speak English.
- Ottawa, like Washington, is a capital city.

Differences (Some of these can be disputed)

- Canada is much less populated than the U.S. because large parts of Canada are too cold for most people.
- Canada didn't break its last ties with Great Britain until 1982.
- Canada is a member of the Commonwealth. (By inference, the U.S. is not.)
- There are two official languages in Canada.
- Most of Canada's farmland is in the south. (U.S. is not.)

V. Summary Statement

In general, ideas presented in this text can be referred back to questions at the end of each topical segment. For some reason, the text's log of ideas does not mention government. Consequently an activity requiring a chart of all premiers and governors general is not supported by material in the text. Presumably the teacher will have the necessary background information for research. But the activity itself is too time-consuming for the amount of knowledge about Canada which will be gained. It is doubtful that the school will have sufficient biographical material to make these officials a useful object of study.

This text is typical of the "older" treatment of Canada in the classroom—one which relegates Canada to the back of the book and expects the teacher to provide most of the material. Since it does not succeed in expressing Canada as a contemporary nation with an agenda or a national purpose, and deals with no Canadian-American issues, it is too "dead" a text to portray Canada as a unique and vibrant nation as desired by the respondents to the questionnaires circulated for this study.

APPENDICES

APPENDIX A

IMAGES OF CANADA IN AMERICAN SCHOOL TEXTBOOKS

Questionnaire

1. What major facts and ideas about Canada should be presented in American school textbooks? (i.e., Canada is a country of diverse physical regions)
2. Identify significant issues important to both the United States and Canada which should be discussed in American textbooks. (i.e., consequences of acid rain)
3. Name at least two ways in which you consider Canada and the United States to be similar and two ways in which they are different.

Please return in the enclosed envelope to:

Marion C. Salinger
Canadian Studies Center
Duke University
Durham, NC 27706

REFLETS DU CANADA DANS LES MANUELS SCOLAIRES AMÉRICAINS

Questionnaire

1. Quels sont les idées et faits majeurs concernant le Canada qui devraient figurer dans les manuels scolaires américains?

2. Quels sont les problèmes importants, concernant à la fois les Américains et les Canadiens, qui devraient être traités dans ces manuels?

3. Quels sont, selon vous, les différences et les similarités existant entre le Canada et les États-Unis? Donnez au moins deux exemples illustrant chaque cas.

Veuillez renvoyer ce questionnaire dans l'enveloppe ci-jointe à:

Donald C. Wilson
Faculty of Education

The University of British Columbia
Vancouver, B.C. V6T 1Z5

APPENDIX B

Duke University

DURHAM
NORTH CAROLINA
27708



CANADIAN STUDIES CENTER
2016 CAMPUS DRIVE
(919) 884 4260

CENTRE D'ETUDES CANADIENNES
2016 CAMPUS DRIVE
(919) 884 4260

16 February 1987

We are writing to request your participation and counsel in this important study, *Images of Canada in American School Textbooks*. As one of one hundred individuals having both an interest in and familiarity with Canada, we are asking for your response to the attached questionnaire.

Images of Canada in American Schools Textbooks is a collaborative effort by a group of educators to identify how Canada can be better presented in American textbooks. The project has three objectives: to determine what ought to be communicated about Canada to American students; to examine how Canada is portrayed in American school texts; and to disseminate findings to decision-making authorities. The project is supported by the Government of Canada and by Canadian Studies Centers at Duke University, Western Washington University and the University of British Columbia.

Your views will help establish a baseline of information which will be used to examine how Canada is treated in American textbooks. This survey is being sent to a select group of informed individuals in education, business, government, journalism and publishing in both the United States and Canada. Your response will be treated confidentially. We will be pleased to send you a copy of the report upon request.

These are important times for the United States and Canada. Trade, strategic and cultural issues have never been more important in the bilateral relationships. In education the dramatic increase of textbooks on Canada for the American schools indicates a growing recognition of the importance of relations between the two countries. This is why we come to you for assistance. We value your advice and look forward to your response by 27 March.

Sincerely yours,

Donald C. Wilson
Faculty of Education
University of British Columbia

Marion Salinger
Canadian Studies Program
Duke University

Attach.

APPENDIX C

MAJOR IDEAS SELECTED FROM SURVEY RESPONSES

The following ideas were based on analysis of the collected responses to Question One:

The Canadian Viewpoint

Canada is a vast country of diverse physical landscapes which create regionally different economies and lifestyles.

Canada's position in the world as a middle power makes Canadian foreign policy quite different from that of the United States.

Canada has a governmental structure that has evolved from the British parliamentary system and was shaped by national developments.

Canada is similar in many ways to the United States but has a unique culture and way of life that is determined by historical developments, regional differences and national identity.

Canada's multicultural and bilingual composition stems from the early French presence, ethnic migrations and national policies.

Canada is primarily a "southern" society in the sense that the urban, developed part of Canada stretches along the U.S. border while the rest of Canada—the north—is sparsely settled and economically tied to resource development.

The American Viewpoint

Canada's diverse physical regions and its small population have created, for Canada, special problems of settlement, transportation and its relationship with the United States.

Although Canadians and Americans share a similar historical experience, cultural ties and democratic form of government, they differ in their sense of identity and world outlook.

Canada is strategically important because of its location between the United States and the Soviet Union.

Canada's plentiful resources, close trade ties and proximity to the United States result in a highly interdependent economy.

Tolerance of cultural differences is greater in Canada because Canadian society is comprised of two founding peoples and subsequent immigrant groups.

Canada has two founding peoples, unlike the United States, and therefore has two official languages.

APPENDIX D

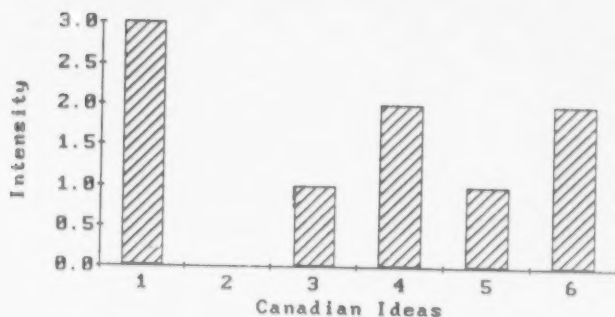
Procedure A: INTENSITY SCALE FOR TEXT

For each idea statement rate the degree of intensity found in each text. Use an exemplar of intensity to help with the rating.

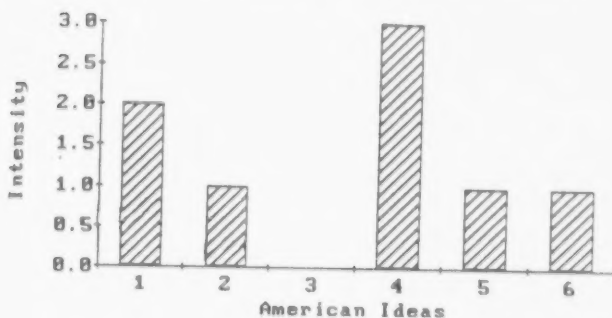
	Degree of intensity		
	3	2	1
Ideas from a Canadian viewpoint.			
Ideas from an American viewpoint.			
	Strong	Moderate	Weak
	Good sense of context with extensive coverage of content organized around clearly stated concepts. A clear connection of concepts illustrates development of ideas. Ideas are conveyed in text and accompanying pictures, maps and graphs.	Adequate context with some attempt to organize content around key concepts. At times concepts are related to develop ideas. Ideas are mostly conveyed in text with some supporting illustration in picture and graphic form.	Provides content, but fails to develop a context for the development of an idea. Little development of ideas in terms of the key concepts. Ideas are not well developed in text with little supporting evidence found in pictures and graphics.
See Appended Ideas			
1.	3	2	1
2.	3	2	1
3.	3	2	1
4.	3	2	1
5.	3	2	1
6.	3	2	1

APPENDIX E

Textbook A: Latin America & Canada, Allyn & Bacon



Intensity of Ideas Expressed by Canadians

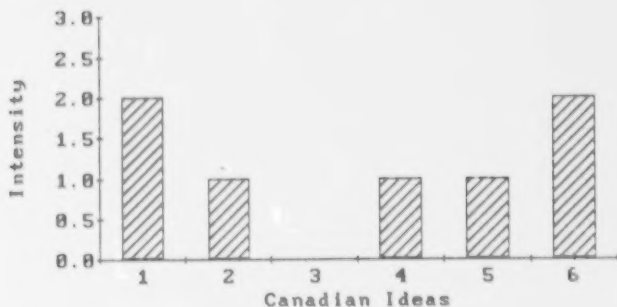


Intensity of Ideas Expressed by Americans

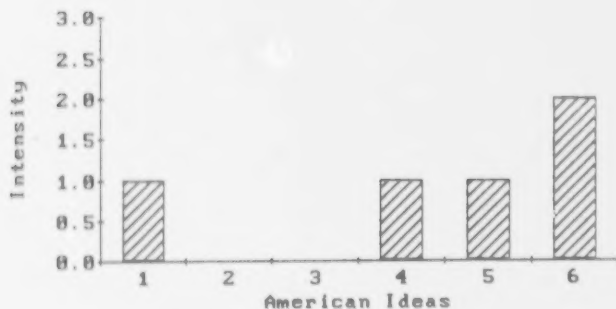
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values of zero indicate missing ratings

(APPENDIX E CONT.)

Textbook B: The Western Hemisphere America's Neighbors, Ginn



Intensity of Ideas Expressed by Canadians

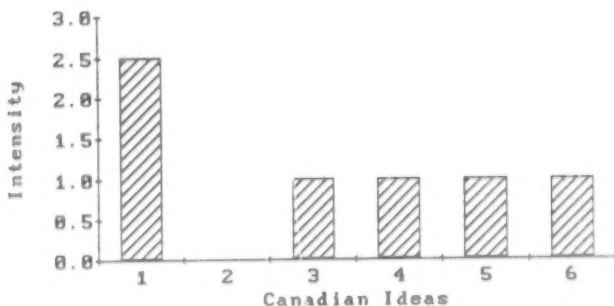


Intensity of Ideas Expressed by Americans

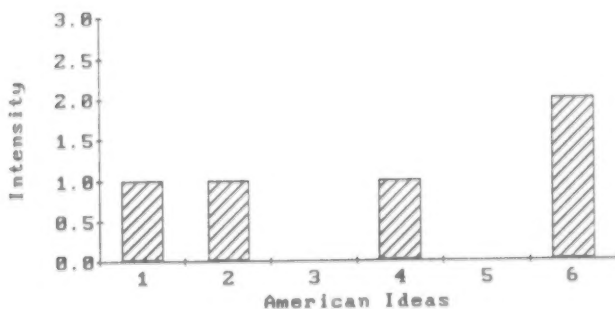
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Textbook C: The U S: Its History and Its Neighbor, H B & J



Intensity of Ideas Expressed by Canadians

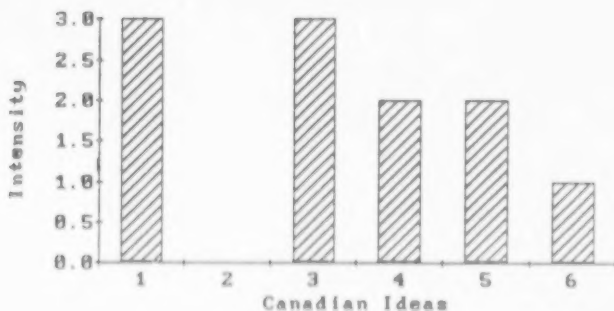


Intensity of Ideas Expressed by Americans

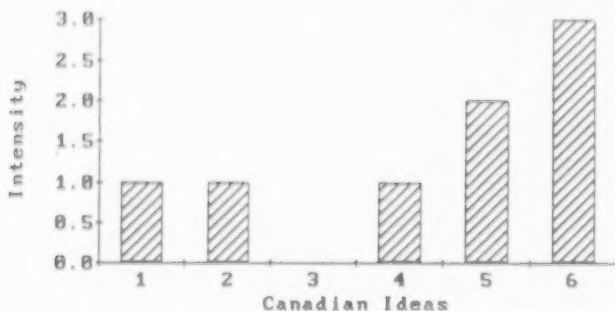
Note: non-whole number values indicate disagreement
values of zero indicate missing ratings

(APPENDIX E CONT.)

Textbook D: Latin America & Canada, D. C. Heath



Intensity of Ideas Expressed by Canadians

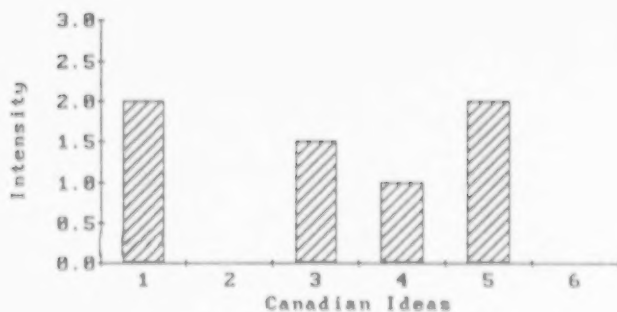


Intensity of Ideas Expressed by Americans

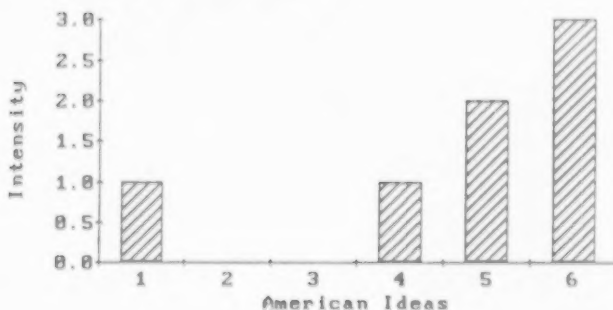
Note: non-whole number values indicate disagreement
values of zero indicate missing ratings

(APPENDIX E CONT.)

Textbook E: America and its Neighbors, Holt Rinehart Winston



Intensity of Ideas Expressed by Canadians

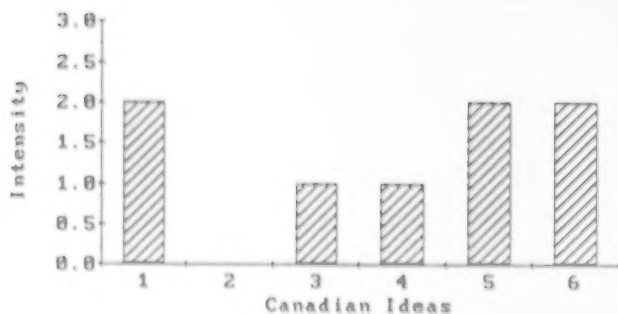


Intensity of Ideas Expressed by Americans

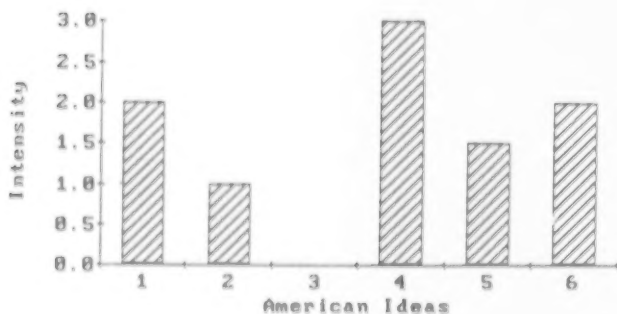
Note: non-whole number values indicate disagreement
values of zero indicate missing ratings

(APPENDIX E CONT.)

Textbook F: World Geography, Laidlaw



Intensity of Ideas Expressed by Americans

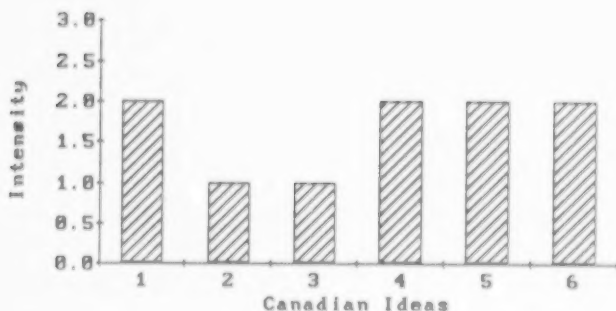


Intensity of Ideas Expressed by Americans

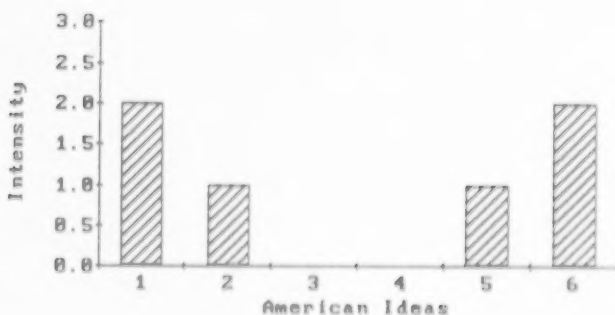
Note: non-whole number values indicate disagreement
values of zero indicate missing ratings

(APPENDIX E CONT.)

Textbook G: Latin America and Canada, MacMillan



Intensity of Ideas Expressed by Canadians

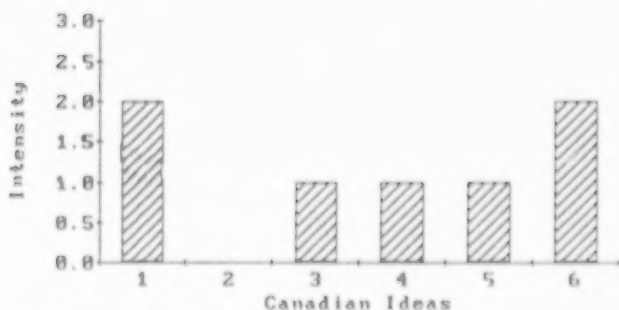


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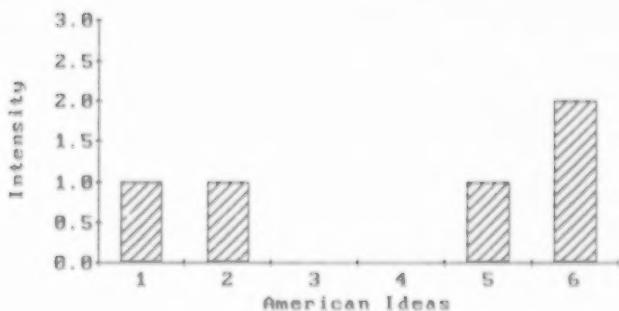
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(APPENDIX E CONT.)

Textbook M: U.S. Our Nation & Our Neighbors, McGraw Hill



Intensity of Ideas Expressed by Canadians

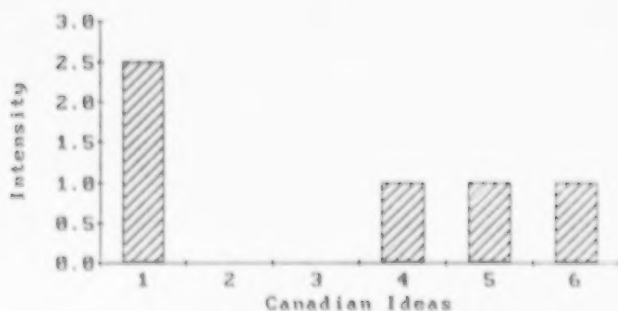


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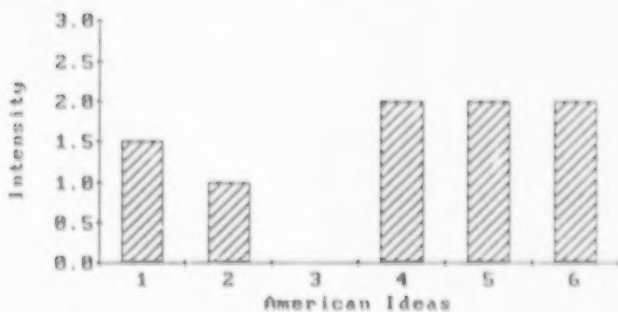
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values of zero indicate missing ratings

(APPENDIX E CONT.)

Textbook 1: World Geography -People & Places, Charles Merrill



Intensity of Ideas Expressed by Canadians

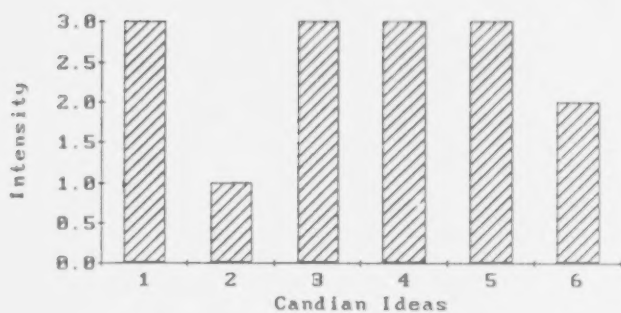


Intensity of Ideas Expressed by Americans

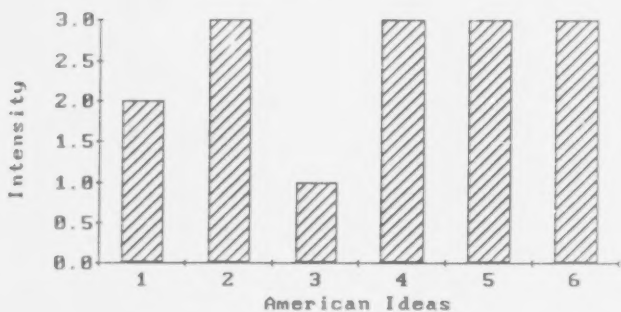
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(APPENDIX E CONT.)

Textbook J: Canada, Scholastic



Intensity of Ideas Expressed by Canadians

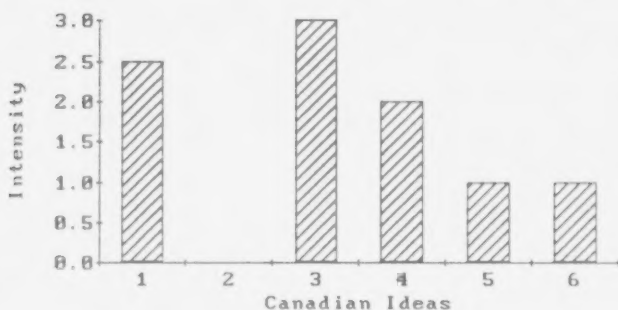


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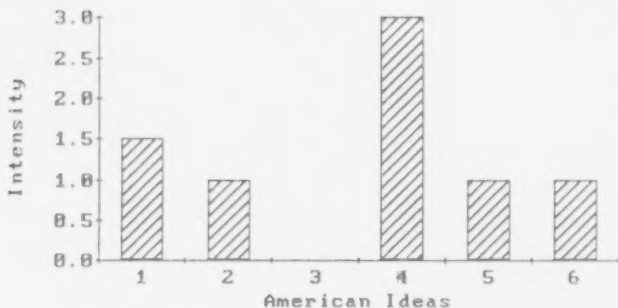
Note: non-whole number values indicate disagreement
values of zero indicate missing ratings

(APPENDIX E CONT.)

Textbook K: Western Hemisp Latin Am & Canada, Scott Foresman



Intensity of Ideas Expressed by Canadians

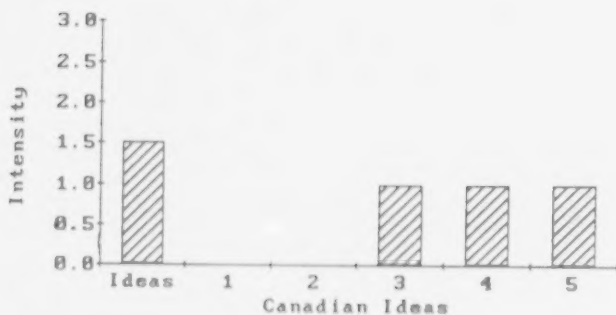


Intensity of Ideas Expressed by Americans

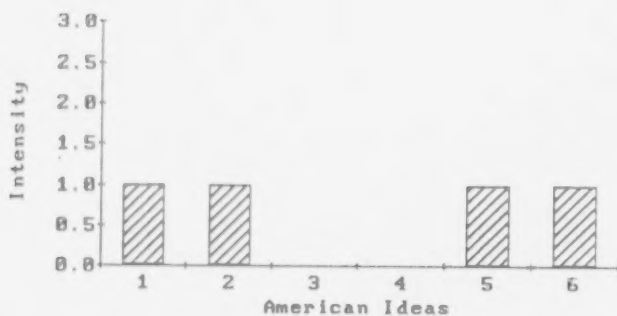
Note: non-whole number values indicate disagreement
values of zero indicate missing ratings

(APPENDIX E CONT.)

Textbook L: The United States & Its Neighbors, Silver Burdett



Intensity of Ideas Expressed by Canadians



Intensity of Ideas Expressed by Americans

Note: non-whole number values indicate disagreement
values of zero indicate missing ratings

APPENDIX F

AMERICAN PUBLIC SCHOOL TEXTS SELECTED FOR ANALYSIS

- Latin America and Canada.* (Follett Social Studies). Newton, MA: Allyn and Bacon, 1983.
- The Western Hemisphere—America's Neighbors.* Lexington, MA: Ginn and Co., 1987.
- The United States: It's History and Neighbors.* Orlando, FL: Harcourt, Brace, Jovanovich, 1988.
- Latin America and Canada.* Lexington, MA: D.C. Heath and Company, 1987.
- America and Its Neighbors.* New York, NY: (Holt Social Studies), Holt, Rinehart and Winston, 1986.
- World Geography.* River Forest, IL: Laidlaw, 1987.
- Latin America and Canada.* New York, NY: (Macmillan Social Studies,) Macmillan Publishing Co., 1987.
- United States: Our Nation and Neighbors.* New York, NY: McGraw-Hill, Inc., 1986.
- World Geography: People and Places.* Columbus, OH: Charles E. Merrill Publishing Co., 1984.
- Canada.* New York, NY: (Scholastic World Cultures.) Scholastic, Inc., 1985.
- Western Hemisphere: Latin America and Canada.* Glenview, IL: Scott, Foresman and Co., 1986.
- The United States and Its Neighbors.* (The World and Its People). Morristown, NJ: Silver Burdett Company, 1986.

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- Cheney, Lynne. 50 Hours: A Core Curriculum for Colleges. (a National Endowment for the Humanities report reviewed in Chronicle for Higher Education, 16 November 1989).
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- Seney, Bruce E. "Portraying the Canada-U.S. Relationship in Social Studies Texts," (unpublished M.A. thesis), The University of British Columbia, 1986.
- Stake, Robert E. and Easley, Jack A. Case Studies in Science Education (Prepared for the National Science Foundation) Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 1978.

Wilson, Donald C. "A Critique of Textbook Studies: Laying the Groundwork for Analysing Images of Canada in American Textbooks," Paper presented at the Western Social Science Association Meeting, El Paso, Texas, April, 1987.